

Mexico Academy.

'98.

Academic Annual.



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
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MEN'S SUITS, made up in first-class style, \$5.00 to \$15.00.

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LADIES' SHIRT WAISTS, 50 cents to \$1.50.

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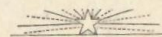
—AT—

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AND FURNISHER.



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*Will buy Grain, Logs, Pork, Beef and Produce any
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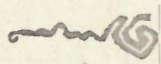


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None but the best is sold by

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Choice Family Groceries

DRUGS, MEDICINES,

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...FOR...

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EYES TESTED FREE.

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Laundry done nicely.**

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Butter, Cheese, Etc.

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constantly increasing, is at present 1414.

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county

Henry Humphreys,

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AND LATE SURROGATE OF OSWEGO COUNTY,

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And all that makes a THOROUGH BUSINESS TRAINING SCHOOL.

You will find everything
"O. K." at

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Business Training and
Shorthand School,

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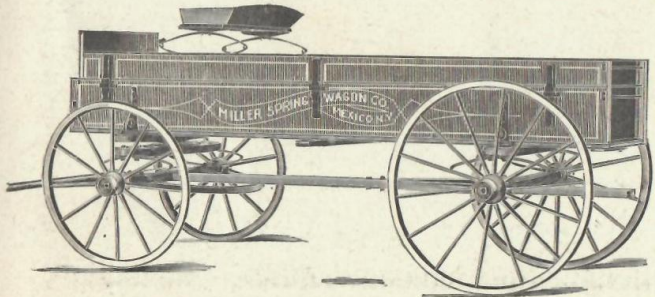
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Clocks, Watches, Jewelry, Notions, &c.

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THE BEST MODERN FARM AND FREIGHT WAGON IN THE WORLD.

It will be plainly seen that it has many superior points over all other wagons. The axle can not spring as the load comes near the shoulder; hence, it must always track and run easy. No whipping of the pole on a Spring Wagon when it passes over an obstruction, as it gives from the bottom. You can draw a load 25 per cent. easier on this wagon than on the common bolster wagon. The prices are as low as any first-class wagon on the market. This wagon is fully warranted in every point.

All kinds of repairing done belonging to carriage and wagon trade. All kinds of machinery repaired. I am bound to give you **low prices, good work.**

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JAMES ROSGOE DAY, S. T. D., LL. D., Chancellor

...ACADEMIC $\frac{1}{2}$ ANNUAL...

— PUBLISHED BY —

THE SENIOR CLASS

— OF —

MEXICO HIGH SCHOOL.

-1898-

To the Citizens of Mexico
who have rendered it possible for all
to obtain
an Academic education,
We, the Class of Ninety-Eight,
dedicate this Annual.



| | | | | | | |
|----------|---------|---------|----------|-----------|---------|--------|
| RILEY. | TAPLIN. | VIRGIL. | BAKER. | CALDWELL. | OXNER. | MOWRY. |
| MOWRY | GASS. | JONES. | CURTISS. | | CONYNE. | JONES. |
| MARKHAM. | | STONE. | SIMONS. | DAVIS. | | |

SENIOR CLASS.

CLASS OF 1898.

Class Colors—Pink and White.

Class Flower—Rose.

"NON PALMA SINE PULVERE."

| NAME. | AGE. | CREED. | PROFESSION. | DISPOSITION. | COMMENCEMENT SUBJECT. |
|------------------------|------|--------------|----------------------|--------------|--------------------------------------------|
| HUGH WORTHINGTON BAKER | 19 | Baptist | Heart Specialist | Egotistic | "Individuality of Hamilton." |
| AGNES ADA CALDWELL | 18 | Presbyterian | Stenographer | Angelic | "Satire and Poetry." |
| CHARLES ERWIN CURTISS | 18 | Presbyterian | Lawyer | Independent | "The United States Treasury." |
| FLORA ELIZABETH CONYNE | 18 | Episcopal | School Teacher | Passionate | "The World at Play." |
| GEORGE WOODBURY DAVIS | 19 | Presbyterian | Farmer | Fickle | "War <i>versus</i> Peace." |
| MABEL HELEN GASS | 18 | Baptist | Milkmaid | Deceitful | "Women as Wage Earners." |
| FRANK LUMAN JONES | 19 | Methodist | Banker | Pious | "Oliver Cromwell." |
| FLOYD PAUL JONES | 21 | Baptist | Confidence Man | Meek | "Pestalozzi as a Reformer." |
| EARL ALBERT MOWRY | 21 | Mohammedan | Detective | Thoughtful | "Industry and Success." |
| JULIA BELLE MOWRY | 18 | Methodist | Actress | Questionable | "Lessons of Education." |
| FORD DELANCY MARKHAM | 19 | Buddhist | Stump Orator | Patriotic | "Advantages of the Study of the Classics." |
| FRANK ERNEST OXNER | 18 | Mormon | Auction Chaser | Pugnacious | "Scientific Education." |
| JAMES TERRANCE RILEY | 18 | Catholic | Card Shark | Crafty | "James G. Blaine." |
| ROSS LOW SIMONS | 19 | Presbyterian | Virgil Teacher | Deliberate | "Wendell Phillips." |
| FRED DARWIN STONE | 19 | Methodist | 'Bus Manager | Diligent | "Corrupt Usages of Money in Elections." |
| EARL GARFIELD TAPLIN | 17 | Quaker | Lady Killer | Studious | "The Progress of Civilization." |
| MABEL JESSIE VIRGIL | 19 | Presbyterian | Poet of the Klondike | Haughty | "Thackeray as a Writer of Fiction." |

EDITORIAL STAFF.

Editor, GEORGE W. DAVIS; Assistant Editor, . . . FRANK E. OXNER
Business Manager, FRED D. STONE.

INTRODUCTORY.

WHEN a young man graduates from an Academy or College, it is customary for him to deliver an oration of some sort, either patriotic, metaphysical or lugubrious. For weeks he cudgels his brain for a high-sounding subject, such as a political paradox, "Democracy and Wealth," "The Manifest Destiny and Manifest Duty," "Optimism versus Pessimism," or "Farewells" without number, as if he expected to immediately take himself to the North Pole, and, like the Dying Swan, he gives us his last plaint of

"Farewell, dear schoolmates; adieu, adieu, I can no longer play with you."

And if some sympathetic friend only would shed a tear, his happiness is complete; while over the audience there gradually creeps such a tired, bored look as comes but once a year (Commencement Day.)

And so as they separate for their homes they exclaim, "Well, the nation is saved once more;" for such volumes of wisdom, advice and profound learning have been poured into their ears that they are filled to repletion, yea, even *ad nauseum*.

But then—what can a fellow do? He must talk, and if he talks on subjects that he is most familiar with—of school routine, cramming for examinations, or out-door sports, he would be "downed" as lacking in ability or smartness, and his friends would shake their heads and think "Bill's" schooling has not amounted to much, and so he manfully tries to utter profound platitudes on the "Whichness of the What."

In the place of all this, we would suggest that unless they are very sure they have something to say worth hearing, they should declaim some of the masterpieces of oratory and thus learn the art of expression by storing their minds with the thoughts of master minds, letting their crude ideas of life and literature develop without such at times painful infliction of them on a suffering public, bringing to their minds Benjamin Franklin's remarks that "an empty bag cannot stand upright." But under the old order of affairs we will endeavor to do our best, and trust the public will be charitable in their criticisms.

ADDRESS OF WELCOME.

Ladies and Gentlemen:

IT is with a feeling of pleasure that the class of '98 looks around on the familiar faces of you who have assembled to hear their farewell addresses.

And in behalf of the school and of the graduating class I thank you for this cordial expression of your sympathy and support. Your presence here shows that you take an interest in us as a class, in the work of the Academy, and in everything that tends to advance its interest.

Our days as students and classmates will soon be finished but wherever we may be we shall have the fondest recollections of our student days, and we will always strive to be worthy children of our dear old Alma Mater.

It is always a happy occasion when we have completed some enterprise or some plan of work we have long had in mind. There is something of the same pleasure that comes over us as we reach the top of a mountain, we have been ascending, and look back to see what is the way by which we have come, then forward again and higher mountains, loftier peaks, stretch above us yet to be surmounted. So, classmates, it is with us to-day. We have gone over a four year's course in science, mathematics, and languages. We have at last completed it. We are aware of the enrichment and inspiration which we have derived from the course, but we stand on an eminence where we also see clearly how much more there is to do. And we realize that all the past has been but a preparation for the fuller pleasures and graver responsibilities of life. Every class that graduates sees stretching before it higher and nobler attainments and begins to realize that it really has learned how little it knows.

Teachers: We wish to thank you, to whom thanks are due, for the inspiring help which you have given us. We shall always look back with pleasure to the time we have spent so profitably here with you. We shall always be thankful for the noble efforts which you have expended for us.

My wish for the class of '98 is, that we may live so that our lives and our deeds may be a continual honor to ourselves, our friends, and to Mexico Academy.

—CHAS. E. CURTISS.

CLASS HISTORY.

Stay, reader, who with pride doth hear
The annals of the true and great;
Put on thy glasses, read with care,
This modest tale of '98.

ANOTHER year has ended and another class is about to be added to those which have already enlisted in the battle of life.

The pleasure Cæsar experienced when he wrote the history of his victories, is nothing compared to the pride we feel in the numerous triumphs of '98. We fully realize the responsibility we have assumed in placing our class record above the mark reached by our predecessors; and judging from the present Junior class, also far above the mark that will be reached by our successors.

Many things have occurred that have discouraged us for a time, but they are conquered; and when in future years we look back on the record of our lives there will be no brighter spot to contemplate. Throughout our course we have ever kept in mind our class motto—" *Non palma sine pulvere.*"

By our persistent labor and indomitable will "We have met the enemy and they are ours." We have not been content with the simple requirements for graduation but have striven to lay the foundation of an education which shall make us of use to the world and a blessing to society.

In scholarships we have maintained the prestige we have always held. We have made marvelous intellectual advancement, especially in the line of mathematics; as an illustration—given the Junior class, denote it by X, find what kind of number X represents. We admit that the Juniors helped us in the solution of this, and we found that X represents a proper fraction with a large denominator.

Our growth has been especially marked this year, as we have had to supply ourselves with new derby hats. Then thinking these not quite up to date, we determined that plugs were *the hat*. Our dignity was farther displayed in the use of nose glasses and canes. As we pass by, methinks I hear one remark—"Gold frames and window glasses."

Our history could not be complete without some mention of the first meeting of '99's, when under lock and key we allowed them to inhale the fragrant (?) odor of Hydrogen Sulfide.

We firmly believe in the old adage, "History repeats itself." And we hope for the glory of our old school that the history of its future may repeatedly bring classes like '98 to its doors.

Our class is fortunate in having an excellent Baker although he possesses (an) Icy('s) heart. We have not only been enlightened but lighted by our Gas(s).

Our class orator, the modern Demosthenes is renowned for his generosity, because of his love to Shar(r)e(a).

In the early autumn, one of our young men, having been allured by the glowing reports of the Klondike, determined to seek his fortune therein; but on careful consideration of his unfinished work, especially *his* Virgil, he decided to remain with us. Our business manager is ours, not yo(U)(r)s(e).

Many happy hours have been spent within your walls, dear old Alma Mater, and we can hardly realize that for the last time, as a *class*, we have assembled to do homage to you.

Whatever success we may have attained and whatever good we may have accomplished, has not been due to ourselves alone. To our teachers we attribute a share of whatever praise is due us. To them we give our heartiest thanks.

—EARL. A. MOWRY.

CLASS PROPHECY.

ONE afternoon not long ago while strolling through one of the wildest parts of the Rockies I suddenly came upon a high rocky ledge which overhung a deep mountain stream. At once I was impressed by the wildness of the spot. The torrent of water thundered below, while overhead dark clouds were gathering, and now and then a distant peal of thunder was heard echoing from cliff to cliff.

Crawling to the edge of the rocks I looked down into the abyss below. Whether I did this from pure curiosity, or whether I was influenced by some supreme power I shall never know. But as I looked I saw something very peculiar resting on a shelf of rock not far from my reach. I easily obtained this curious looking object which upon close inspection I found to be a small iron casket that had rested there to all appearances for ages. It was such a quaint old box and so covered with rust that it was only after much difficulty that I succeeded in opening it.

As I raised the cover suddenly a thick dense vapor began to issue, and a deep voice from the interior exclaimed: "The Future also casts its shadows. Watch! for as the mist rising takes shape you will perceive the future of some classmate."

While yet trembling from fear and amazement the mysterious vapor begins to form itself into a picture. It is in the icy north; in the far off region of the Klondike. There I see our classmate, Ross L. Simons, digging with pick and shovel at a huge snow-bank—evidently for gold.

I next look into one of the great opera houses of Paris. A great American actress has just made her appearance and the people are applauding with admiration. It is our former song writer, Agnes A. Caldwell.

In the next picture I see an issue of the *Independent*. On the front page is this heading in large letters: "OUR NEW SUPERINTENDENT OF RAILROADS," and underneath I see this editorial: "Mr. Stone is a former resident of this place, where, in connection with another partner, he conducted a 'bus line for some time.'"

Again, the interior of a magnificent church is presented to my view. The pastor rises to speak. He is old and gray. With much difficulty I recognize the features of Frank L. Jones.

In the fifth vision which is presented before my eyes I perceive our classmate, Mabel H. Gass. She is the wife of a prosperous farmer who dwells not far from here in a little town known by the country people as "Echo Del(1)."

After this I behold our classmate, Frank E. Oxner, dean of a great musical college situated in Boston. I learn that he obtained this exalted position on account of his superior musical ability.

And now there comes a mist in which I behold the interior of a grand sporting club. Among the most conspicuous sports present, I recognize our classmate, Earl G. Taplin.

The next vision discloses that the happiest moment in one classmate's life will be when he is formally introduced as one of the blacksmiths of this town, for

On the top of yonder hill
The blacksmith's daughter lives,
Ford Markham a happy man will be
When he with Eva is.

In the following scene I am carried into the far away land of the Congo Free State. I see the distant hut of a missionary. Soon the missionary herself comes within my view. At first I can scarcely believe it. It is our classmate, Julia B. Mowry.

After this I look into the police court of Greater New York. A large, majestic-looking man sits on the bench of the chief of police. It is no other than our class president, Charles E. Curtiss.

In the next vision I behold the stately form of Floyd P. Jones, gracefully instructing a class of aristocratic young people in the art of dancing.

I now perceive our historian, Earl A. Mowry, bell ringer in a large church. He obtained this position from choice, having always been fond of a knell (Nell).

Still another mist arising discloses to me our classmate, Flora E. Conyne, as a most able factor in Whitney's School of Dental Surgery.

In the next picture I see a great crowd gathered in the village of Williamstown. A large poster reveals the cause of the excitement. It announces that James T. Riley, a celebrated aeronaut, after studying the possibility of reaching the north pole by means of a balloon, is about to take his departure from a lea (Leigh) not far from the village.

For some moments there is no further revelation, but at length I perceive our well-known classmate, Mabel J. Virgil, living in single blessedness at her home in Daysville.

Yet another mist coming from the mysterious box reveals to me a street in the quiet little town of Butterfly. I see a spacious office, before which is the sign: "JUSTICE OF THE PEACE." A large, portly man with a small mustache and goatee, evidently the Justice, stands in the doorway. At first I do not recognize him. Then he places his hand on his scanty production of beard as if he would say: "Just see my whiskers."

Breathless I wait for my own future to be revealed. Suddenly the storm which has been gathering breaks forth with terrific violence. The lightning flashes before my face, and the thunder shakes the rocky foundation on which I stand. I am thrown headlong backward and the box of fates drops into the depths below.

—HUGH W. BAKER.

ADDRESS TO JUNIORS.

AS students of Mexico Academy, her doors are about to close behind us, and with their closing, an epoch of our lives is ended with lightning-like rapidity. To the Class of '98 these commencement exercises mean the breaking of the links which have bound us together as fellow students. To you, Class of '99, they mean new responsibilities as Seniors. The successful culmination of these responsibilities will depend upon your ability to conquer.

The incentive to conquer impels all human action. The babe's first footsteps marks a victory and heralds his entrance into life's arena. From that time forth, his watchword must be "Conquer." Yet you must not forget that as the artist's most delicate conception needs darkest shadows to portray its perfections, so the ultimate success of this inspiration demands the sable obscurity of failure.

To wield the sceptre of victory unceasingly tends to dwarf man's nobler aspirations, the lofty pinnacle of arrogance falls, and he awakes to find friends fled, popularity vanished and ambition shattered. Then it is that the sublime watchword "conquer" attains its power. Echoing through the labyrinths of civilization it breathes into his soul a subtle inspiration that fires courage yet cools judgment. Rising from the ruins of ostentation, he extends a firmer, steadier, stronger hand towards the glorious victory. To the grosser intellect the majestic harmony of this impulse is lost. Unmindful of minor achievements, raising a beautiful, complete and noble structure, he builds upon the mistful columns of "airy imagination."

Instructive nature impels man to seek an ideal from the past. Napoleon Bonaparte, the greatest general of modern times, failed of attaining the Italy of his aspirations because guided by selfish ambition. The profound significance of the words: "Thirty countries are looking down upon you," was lost in the voluminous robe of pride enveloping his



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STEVENS.

HAYDON.
URE.

BROWN.
EVARTS.

SMITH.

BRACY.
WETMORE.

ELKINS.
MILLER.

JUNIOR CLASS.

heart. George Washington conquered adversity by the exquisite charm of pure purpose. Indifferent to self-interest, he became the household idol of his fellow countrymen.

Class of '99, we have only best wishes for your future welfare, and we leave you to assume these greater responsibilities, with the hope that, profiting by our mistakes, you may meet them even more successfully than the Class of '98.

—R. L. SIMONS.

JUNIOR RESPONSE.

WE receive with pleasure this token of your respect and your good wishes. During the three years that we have been together in Mexico Academy we have formed many pleasant acquaintances—those which have been beneficial and helpful, and those that will not soon be erased from our memories. Many of these acquaintances have been with you—you who have ever treated us, your juniors, with dignity and respect.

We tender you our heart-felt thanks for your kindly interest in us, and for the advice which you have given us. Although we may not hope to better your record, yet rest assured that we, as a class, will do as we are certain you have done—our very best.

We witness your departure with heavy hearts, for we begin to realize that the new responsibilities of Seniors are now transferred to us. Yet, still more anxious are we, as these added cares cause us to look forward; and there, almost in the dawn of the twentieth century, we see awaiting us what you are about to meet,—the realities of actual life. And as we are desirous of your success, our anxiety reaches out to you at this, your commencement.

We believe that the duties of life are attended by the greatest responsibilities, and we trust you will meet these responsibilities as successfully as you have in your class. With a final farewell, we earnestly desire that each one of you, with a strong principle of right, without which no one is entirely successful, fired by an indelible purpose that this grand world shall be still better from your influence,—looking to Jesus Christ who alone can satisfy,—that every one of you may be completely and eminently successful, and that you may realize the highest ideals of your hopes and your ambitions.

—H. A. SMITH.

CLASS POEM.

THE AENEID OF THE CLASS OF '98.

OF studies and lessons I sing, and of mortals who delve therein;
They from the pleasure of play-grounds by stern thirsting for knowledge impelled
Came to the land of Mexico.

But that the great boon of learning should not be obtained without conflict,
Great and difficult tasks by superior beings are fashioned.
Many a fight must be won, and dangerous billows surmounted;
All undaunted by this and the numerous foes to be conquered,
Gaily for Wisdom's realms set forth these ignorant mortals.

II.

From all parts gathered were they; those only, however, were suffered,
Who had by former achievements shown valor and merit distinguished.
Thus for a time was all well, for the gods were most kind and propitious,
Advancement supreme held his sway, though much to the rest be entrusted;
Industry ruled far and near, while Discretion and Honor assisted;
Omnipotent Justice prevailed and Clemency, too had a kingdom.

III.

Other Divinities reigned, but some were of evil intentions:—
Mischief with all her attendants like frolicsome porpoises sported;
Idleness lurked in the waves and eagerly marked his first victims;
Pleasure, in many disguises, by many allurments enticed them.

IV.

Still higher climbed the Sun many times, in his glory and splendor exulting,
While sturdy the ships sped along, to their course and instructions yet holding.
But all ill-pleased and e'en jealous, the Goddess Amusement was plotting;
Deep in her mind there laid a hatred of Industry burning.
Nor did the slight of the wanderers escape from her petulant memory.
Angered by this, the vain Goddess appealed to the dread god, Regent.
He is the King of all Storms, which he checks and releases at pleasure.
Thus she addressed him, entreating:

V.

"To you, O Regent, I come, as a suppliant asking assistance,
Scorned by a race far beneath me, I am seeking a way for my vengeance;
Send forth your storms, I entreat you, and shatter the fleet of these mortals."
So all the Storm Winds roved free, and they fell on the ships of the wanderers;
Darkness loomed sullenly up from the deep, and the heavens re-echoed.
Spent were the fierce winds at last, but the still insatiate Goddess,
Wrecked on a far distant shore those invincible ones who had braved her.

VI.

Days and weeks here they stayed, for the Queen of the land was enchanting.
Indolence was she by name, and her realm was the kingdom of Leisure.
At last after much had been done, and many concealments had served them,
Once more they embarked, and the shores of fair Leisure grew dim in the distance.
Not far had the wanderers sailed when the dread of the fierce deep beset them,
More pitiless e'en than before. 'Twas just as if all had been hoarding
Their strength for one onslaught together when the signal was given.

VII.

Stern Physicus rose from the depths, and puzzled them much with his wonders;
Grim Algebrix planned to delay them by snares and by toils without limit.

But when all her crafts came to naught, she called to her aid Geometor.
 The latter was frightful to see as he plunged through the foam to the conflict;
 His body had ninety-nine sides, like a maximum polygon patterned,
 Except when on victims he gorged, when he changed to a circular figure.
 All these and innumerable others, most dreadful to think of, they vanquished,
 But not without aid from the gods who ever protected and watched them.

VIII.

Thus passed four cycles of time, and the end of their wandering approaches;
 Gradually all grows fair, of the radiant future foretelling:
 Gently the breezes blow and the waves softly play all unharrassed.
 A shout rends the air, for the land, for the long-sought land now appearing.
 Eagerly all scan the shore and the waiting throngs gathered on it.
 Those who have once made the voyage, and have held the same course as the wanderers
 Are waiting to welcome the comers,—and see them abandon their vessels.

IX.

Suddenly all the earth quakes, and the waters heave and tremble,
 While from the depths of air, the voice of a god seems to thunder:
 "O you who have suffered all ills, and have conquered all foes as you met them,
 Come, rest, and enjoy all your labors as never mere pleasure was relished !
 Remember your woes but to thank them, and glory in hardships encountered.
 Forget not the years that have gone—may they last with the memory of mortals !
 O thrice and more blessed are they who have strived and obtained what they worked for;
 O thrice and more blessed are they who retain and can govern their conquests.

X.

To you is opened a land overflowing with treasure unstinted.
 If you but brave all misfortunes, and follow the gods as your leaders,

Then from your stock there will spring a new race, greater and wiser;
To you will be richest conquests and honor and glory increasing.
The power of man is not bounded by gods', but by mortals' restrictions."

XI.

The voice dies away. On bright sands softly grates the keel of the vessel.
Then follows the clamor of men, and a creaking and groaning of cordage;
The anchors are thrown from the bows, and the ships lie at rest in the harbor.

—*MABEL J. VIRGIL.*

CLASS SONG.

'Mid haunts of our childhood, remembered so well,
No place will more brightly in our memory dwell
Than the school where we studied with class-mates so dear;
Who too soon from our sight will all disappear.

Chorus.

School, school, sweet, sweet school;
May we never forget our class-mates at school.

The class-mates who studied with us in those hours
Will scatter afar to pluck life's fairest flowers.
Some near the old school-house, some far o'er the sea,
But dear, ever dear will their memory be.

But again may we meet, when life's storms are all o'er
And our barks safely landed on heaven's fair shore,
And all our old class-mates their voices unite
In the song that is sung in in the region of light.

Last Chorus.

Class, class, dear, dear class,
May we all meet in glory, who met in our class.

QUERIES.

WHO has so little hair on the top of his head?
Who has the appearance of being well fed?
Who, when night comes, doesn't want to go to bed?
—C. ELKINS.

Who is it that loves to use large words?
Who loves to soar with æsthetical bards?
And who soon hopes to print M. D. on his cards?
—H. BAKER.

Who loves its giddy gurgle, who loves its fluent flow?
Who loves to wind his mouth up, who loves to hear it go?
—S. OWENS.

Who is it that likes to have things his own way?
Who rules very arbitrarily, so some say?
Who needs saline treatment for many a day?
—A. RICHARDSON.

Who is it that the largest collar does wear?
Who has a weakness for the sex so fair?
Who was it that would never deliberately swear?
—F. STONE.

Who hath a mustache like a Norwegian's eyebrow?
Who if he can't have Arbor Day kicks up a row?
And who goes down to Daysville to see his *frau*?
—R. SIMONS.

CLASS ORATION.

"THE STUDY OF GREEK AND LATIN."

THE study of Greek and Latin has generally been considered a necessary auxiliary to a liberal education, and especially to the successful prosecution of a profession. Many who concede the advantages of a classical training for a professional career fail to comprehend the advantages resulting from a classical learning as applied to minds trained merely for the ordinary pursuits of life.

This failure arises from a vitally fundamental error, viz: in supposing that the design of education is to fit the student to achieve material success. This error is vital and fundamental because no one course of study is true education. By training every energy to its highest capacity, true education aims to develop man's power to master himself and circumstances. Our educational system has hitherto been built on the basis that mathematics and languages are the great instruments of discipline and information, although none would exclude mathematics or question the need of studying languages in some form, still many are unwilling to admit that classical languages are essential to a liberal education. Latin is a dead language far removed from our own. A living language is less adapted to become a means of linguistic training because being in an interrupted process of change it does not offer to the mind of the student a complete object of analysis. It is also too immediate, to enable him to stand above his own vernacular.

On the other hand Latin is so far distant from the language around us that it forms a perfect basis of embraced observation and supplies the mind with a finished system of linguistic material.

The advantages of the study of Latin and Greek are heightened by the difficulty of their study, which if they were easy we would be apt to run over too much ground and overlook minute points to form lax and hasty habits of studying.

Latin enforces a close and accurate study and examinations. Therefore it quickens and confirms the habit of thoroughness and the power of noticing and extracting the characteristics and more delicate points in grammar and literature. Then, too, the historical value of its literature must be considered, the political and social institutions and tendencies of modern times having absorbed strong Roman elements. To distinguish these elements and appreciate their true character we must have a more definite idea of Roman life and literature than any history or translation can give.

From a few characteristic writers we obtain a clearer idea, a more vivid impression, a truer insight into the Roman genius than from any number of subordinate sources. Experience proves that there is no one study or pursuit which,

if practiced to the exclusion of others does not narrow and pervert the mind. We need to know more than the one thing which is to be our principal occupation. If those who are seized with the money making spirit of the age, believed that the study of Latin and Greek was the road to success and wealth, they would worship classical culture. But to-day the realistic, nursed on money worship and skin deep with affected cultivation, is to apt to crowd out the thoughtful and refined, and smother the heroic.

But to study the modern languages we do not need to displace the classics. The trouble here is not the difficulty of making place for an extensive language course but the methods of teaching and the excessive time wasted on elementary mathematics. In Germany the scientific schools give two-sixths and the gymnasias four-sixths of their time to the languages. If there is room for both; why not teach both, supposing a choice to be made? The reason for retaining the classics would be most cogent.

Modern languages do not contain material out of which to construct a logical grammar. What does English, French or German grammar amount to, simply? They are the debris of the classical languages. No modern languages have yet stood the great test of permanance which the classics have endured for more than twenty centuries. Only a dozen generations have read Shakespeare. But Homer has already led the way to literary imortality for a hundred generations with Plato, Virgil and Horace not far behind.

There is time to teach both without injuring other studies. This has been abundantly proven in the Russian gymnasium or classical schools. These schools also teach the Christian Religion, History, Algebra, Sciences, Music and Gymnastics, while Greek offers a fine instrument for personal culture.

Latin is the mother of modern languages. It is the language of law, history, empire, practical energy; and Greek is the mother tongue of pure thought,—the perfect instrument of human reason.

Must Greek go? Rather let it begin to come; it was born in the morning of history.

Mythology taught that its heroes were the children of immortals and the records of humanity promises to confirm that claim. It has schooled antiquity, it has been the historic safeguard for freedom of thought. It contains the most precious literary treasures of the race. In the pages of its text, the scholar reads back through long perspections of perfect thought to the very beginning of things intellectual. There one sees that humanity individually and collectively is always one.

Therefore instead of studying Greek because it is Greek, he studies it to understand himself.

—FORD D. MARKHAM.

WANTS, ETC.

WANTED—Operators on silk waists. Apply after
9 P. M. at CARPENTER HOUSE.

WANTED—Position as son-in-law in a wealthy family.
J. TERRANCE R.

WANTED—A large quantily of sand.
CLASS PRES.

WANTED—Ideas.
JUNIOR CLASS.

WANTED—A wig.
F. J-N-S.

WANTED—Helps in orthography.
EDITOR.

WANTED—The earth.
F. M-RKH-M.

TO BE GIVEN AWAY!—Information on any subject.
S. O—S.

LOST—My “Evidences of Christianity.”
A. K. H-R-T.

LOST—Much valuable time.
M. M-LL-R, Pulaski Hill.

LOST—My pull.
G. D-V-S.

STRAYED—Our bob-tailed nag. Said horse strayed away
from the Metropolitan Jew store one dark evening. Re-
turn to D. B. L-N-.

STOLEN—A large tender heart. Person will be liberally
rewarded for return to CLASS PROPHET.

FOUND—A four-leafed clover.
D. S. WH-L-R.

FOR SALE—Largest and finest lot of cribs ever offered.
SENIOR CLASS.

ANNUAL PRIZE CONTEST.

SPRING brings to our town many attractions but nothing that is more eagerly looked forward to or more enthusiastically supported than our annual prize contest.

On May 26th occurred the seventeenth of the contests of our Academy. A large, unusually appreciative audience listened to the speakers.

The stage was trimmed in a style characteristic of Mr. Fernandez, the decorator, who used in the artistic effect, the decorations kindly furnished by Mr. Kingsley.

Music added greatly to the evening's entertainment, Misses Fannie Johnson and Bessie Taylor rendering a piano duet. Miss Vesta Green sang with her accustomed taste, "Lane's Life's Lullaby." Mr. Becker delighted the audience with his bass solos.

The judges were S. Reed Brown, Superintendent of Schools, East Syracuse, B. H. Snyder, Sandy Creek High School, and E. J. Howe, Principal Phoenix High School.

The young ladies of the contest were carefully drilled by Mrs. Skinner, an enthusiastic devotee to elocution and diction, and the young men by Mr. Skinner.

Of the recitations Miss Edith Ure, with her accustomed appreciation of the merits of her subject, won second prize. Miss Mabel Cobb presented a humorous selection especially adapted to her and given with an enthusiasm that won for her first prize. Miss Haydon with the difficult "Aux Italiens" had the sympathy of the audience through her unusual rendering. The diction of Miss Bracy was especially pleasing.

Of the declamations, Mr. Ernest Parker with his easy manner gained second prize. Mr. Elkins from a thorough acquaintance with his subject, well interpreted with a good voice won the first prize. Mr. Davis and Mr. Miller deserve commendation for their work. The programme was as follows :

Piano Duet, Medley,.....Fannie Johnson and Bessie Taylor.
Declamation—Oration at Grant's Monument.....*William McKinley*

ERNEST E. PARKER.

| | |
|------------------------------------------------|------------------------------|
| Recitation—The Light on Dead Man's Bar..... | <i>E. E. Rexford</i> |
| NINA G. BRACY. | |
| Declamation—The Martyr Spy..... | <i>Charles Dudley Warner</i> |
| GEORGE WOODBURY DAVIS. | |
| Bass Solo—My Native Land..... | <i>Mattei</i> |
| MR. A. M. BECKER. | |
| Recitation—The Three Lovers..... | <i>Will Carleton</i> |
| MABEL L. COBB. | |
| Declamation—The Storming of Fort Infernal..... | <i>M. W. Stryker</i> |
| ELMER L. MILLER. | |
| Vocal Solo—Life's Lullaby..... | <i>Gerald Lane.</i> |
| MISS VESTA H. GREEN. | |
| Recitation—Aux Italiens..... | <i>Owen Meredith</i> |
| LULU A. HAYDON. | |
| Declamation—Sergeant Prentiss' First Plea..... | <i>Anonymous.</i> |
| CHARLES E. ELKINS. | |
| Recitation—Salvator..... | <i>Ella Wheeler Wilcox</i> |
| EDITH C. L. URE. | |
| Piano Solo—{ (a) Cradle Song..... | <i>M. Hauser</i> |
| { (b) Pierrot Guard..... | <i>Sloane</i> |
| MISS LILLIAN LONGSTREET. | |
| Award of Prizes. | |

—FLORA A. CONYNE.

CLASS OF '98.--HONORS.

First, ~ Frank E. Orner.

Second, ~ Fred D. Stone.

PRESENTATIONS.

AGNES CALDWELL—A box of face paint with which to adorn herself before appearing on the stage.
Fred D. Stone—A tin 'bus and horses because of his present interest in them.
Earl Taplin—Plug hat and cane that he may be a dude.

Frank Jones—Tablet on which to write his future sermons.

Mabel Virgil—A cat to enliven her days of loneliness.

Floyd Jones—Dancing slippers that he may use them when giving dancing lessons.

Charles Curtiss—A large police club to enable him to administer justice.

George Davis—Spoon to aid him in his courtship. (If necessary).

Flora Conyne—A bottle of ether to relieve pain in drawing teeth.

Ross Simons—Book, "Aid in Virgil." Why? Everybody knows.

Frank Oxner—Tin horn with which to make music on account of his love for it.

James Riley—New version to the old song "Nellie Grey," commencing—

"Oh my dear Jennie Leigh
She is about to go away."

Julia Mowry—A gun to keep the boys away.

Hugh Baker—Bag of sand to help him in his icy path.

Earl Mowry—A bell whose knell (Nell) would charm him because Nells always do.

Ford Markham—A horseshoe wishing him good luck in that occupation which seems attractive to him.

Mr. Chas. E. Curtiss, in behalf of the class presented Miss Gass with a butter ladle to aid her in her future occupation.

THE TATTLER.

“**A**S our teacher so nice,
With steps precise,
Tripped o'er the ice
She slipped, her care in vain.
And at the fall,
With usual gall
The schoolboys call
‘Third down two feet to gain.’”

“How many times must they run around a quarter mile track for a mile run?” “Eight of course.”

Scene: Senior class meeting.

Mr. Stone: “As we are very much in need of money, as a class, I suggest that we have one of William Dean Howell's farces.”

Mr. Davis: “That's right, Fred, I think that would be a good idea. You had better write down to Mr. Howells and see what he will come for.”

“Buy me a new red waist, too, mamma.”

“Oh say; we have moved the sofa and they can't see us now.”

“You shouldn't be so modest, Oxner.”

“They say Mr. Baker is a noted horseman. He holds the lantern while the young lady gets the horse.”

“How did Jones cut his finger? In several ways, according to stories.”

“Who came up from the train with you?” “Why Ross, of course.”

“Did they sign the Declaration of Independence in April?”

“Does our Professor desire to become a great foot ball player or to get (R)ich.”

“Things equal to each other are equal to the same thing.”

“Equals taken from equals leaves equals left.”

“Bayard Taylor's Views of Love.”

“Oh! didn't we have a dizzy time at Halsey's party.”

“Sweaters will be be worn this season, as last, on all occasions except evening parties.”

“They have feet twenty feet long.”

“Why does Elkins stay out on the porch lately instead of going in till — o'clock as formally.”

GRINDS.

"In heaven above, where all is love,
There will be no faculty there."

A. W. Skinner—"What a piece of work is man!
How noble in reason!
How infinite in faculties."

L. F. Hodge—"I dare do all that may become a man,
Who dares do more is none."

D. B. Lane—"I am Sir Oracle, when I ope my mouth let no dog bark."

M. Sandhovel—"Earth's noblest thing, a woman perfected."

D. S. Wheeler—"Her smile was like the dawn of a radiant day."

CLASS OF '98.

Type of the wise who soar, but never roam,
True to the kindred points of heaven and home.

H. Baker—"Ratiocinative meditateness and excessive subtility in abstract speculations, characterizes my syllogistical reasonings."

A. Caldwell—"A quiet, inoffensive one."

F. Conyne—"A bright, sweet girl with cheeks as smooth as satin,
And bound to be the first in Dutch and Latin;
But oh! our muse reveals the conjugation
She loves the best, 'tis puer with flirtation."

- C. Curtiss*—"In terms of choice I am not solely led,
By nice direction of a maiden's eye."
- G. Davis*—"And when a lady's in the case,
You know all other things give place."
- M. Gass*—"Be plain in dress and sober in your diet,
In short, my deary, kiss me and be quiet."
- F. L. Jones*—"At last, he cried, 'tis done."
- F. Jones*—"A lion among ladies is a most dreadful thing."
- E. Mowry*—"Staid and firm and true and strong,
Deep in his thoughts as his legs are long."
- J. Mowry*—Ripening in perfect innocence.
- F. Markham*—"Some for renown on scraps of learning dote,
And think they grow immortal as they quote."
- F. Oxner*—"Oh! Heavens, what have we here."
- J. Riley*—"Fain would I climb but that I fear to fall."
- R. L. Simons*—"My whiskers and mustache, resist their charms who can,
It is their fascination makes me quite a ladies' man."
- F. Stone*—"How completely his passion has blinded him."
- E. Taplin*—"Up, up, my friend, and quit your books or surely you'll grow double."
- M. Virgil*—"I fancy all the world engrossed in judging my merit or my blame."

. . . 1899 . . .

- "No doubt you are the people and wisdom will die with you."
- N. Bracy*—"If ladies be but young and fair,
They have the gift to know it."
- M. Brown*—"Why don't the men propose, mamma?
Why don't the men propose?"

- C. Elkins*—"And on their own merits
Modest men are dumb."
- P. Everts*—"A shameless face and endless gab."
- L. Haydon*—"She is in love, who is dearer than
Her own--her little wagon--man."
- P. Markham*—"Trifling acts cannot accomplish great results."
- E. Miller*—"He wears the rose of youth upon him."
- S. Owens*—"Just at the age twixt boy and youth,
When thought is speech and speech is truth."
- E. Stevens*—"Lo! a wonder, which never before hath been heard."
- H. S. Smith*—"No difficulty hinders the man of firm resolution."
- B. Wetmore*—"I have a beau,
He is a beauty,
Goes to school and does his duty,
Studies Latin, studies Greek,
Greases his boots to make them squeak."
- E. Ure*—"He is a fool who thinks by force or skill,
To turn the current of this woman's will."

UNCLASSIFIED.

"Let all green things praise the Lord."

- A. Richardson*—"Pacing the forest, chewing the cud of sweet and bitter envy."
- C. Potter*—"She is pretty to walk with,
And witty to talk with,
But oh! how deceptive."

E. Sharra—"Alas! The love of woman it is known,
To be a lovely and a fearful thing."

C. Simons—"Oh, why the deuce should I repine
And be an ill foreboder?
I'm ten and three and four feet nine
I'll go and be a sodger."

A. K. Hart—"And let two dogs beneath his window fight
He'll shut his bible to enjoy the sight."

E. Hendrickson—"Infinite riches in a little room."

E. Avery—"He is hopefully looking forward to the time when he can go with the Mexico girls."

M. Miller—
L. Schoonmaker— } "God pity them both."

R. Ball—"He plays foot ball too and has tried several times to raise a nose-guard on his upper lip."

S. Vincent—"How blessings brighten as they take their flight."

J. Lawton—"This fellow 's wise enough to play the fool,
To do that well craves a kind of wit."

L. Kingsley—"Be to her virtues very kind,
Be to her faults a little blind."

C. Gardner—"Saint at home and devil abroad."

S. Eason—"Sadie was a village maiden,
No one did she know,
Save her own dear little Alvin,
For she loved (?) him so.

T. Trowbridge—"I meddle with no tradesman's business nor woman's affairs.

L. Stacy—"And youth is vain."

G. Edick—"Who says I jumped out the window?"

G. Markham—"When Carl says 'do this' it is performed."

E. Parker—"Fair sample of untainted youth."

M. Newell—"Hath they toil

O'er books consumed the midnight oil?"

N. Halsey—"She has a pensive beauty; yet not sad."

M. Mahar—"Of manners gentle, of affections kind."

J. Leigh—"A hapless infant here I roam,

Far from my dear paternal home."

E. Leigh—"Who thinks too little and who talks too much."

F. Halsey—"On one she smiled, and he was blest."

M. Cobb—"Greatness only knows itself."

L. Davidson—"Some people would know more if they were not always giving others a piece of their mind."

I. Owens—"If I had been caught younger

I might have been tamed."

H. Pepper—"How I would like to be a sport."

P. Davis—"He could swear violently and with great variety."

B. Gifford—"Would you ask for his merit. Alas! he has none."

ATHLETICS.

ATHLETICS until recent years have not held a very prominent place in the academies and high schools of this country. They were first taken up by the leading colleges and universities and gradually extended to the secondary schools, until now, they are considered essential to the success of every school.

In March, 1896, an Athletic association was formed in our school and soon became prosperous. Soon after the formation of our association a dual league was made with the Pulaski High School Association. Under the regulations of this league we were to meet alternately in each village in field sports. The first meet was held at Pulaski, May 23, 1896, and though our boys did their best, they suffered a complete defeat. This of course, discouraged us, but with defeat came the determination to be successful in the next year's contest and last year we were able to balance accounts with our opponents by the very satisfactory score of 63 to 33.

Afterwards, in a meet with Fulton our boys gained the championship of Oswego county. Soon after at Oswego we were able to hold this honor and Vincent Orvis, at this meet won the medal for champion "all around athlete" of the county.

Last fall, through the influence of our new assistant principal, Prof. L. T. Hodge, a foot ball team was organized and soon great enthusiasm was aroused among the young men.

The team played several games, two of which were with Pulaski's team. In both games we were defeated, but by defeats in which there was no dishonor. After the last game, we felt that had there not been certain obstacles, which our team or no other team could overcome, we would have gained a glorious victory.

In the latter part of March of this year, we received a letter from the secretary of the Pulaski association, stating that if we did not comply with certain requests of theirs that they would be unable to contend with us in the usual field sports. These requests were not in keeping with the articles of agreement and they were such as we did not deem it advisable to comply with. Through this letter our league was broken and Pulaski forfeited the prize cup, the joint purchase of each school.

In April of this year, we received a letter from Prof. Smalley, of Syracuse, inviting us to contend in an inter-

scholastic meet on May 27, and this letter also invited us to send a representative to a meeting to be held at Syracuse for the purpose of forming a league. We accepted both of these invitations and Prof. Hodge went as our representative to this meeting. At this meeting Prof. A. W. Skinner was elected vice president of the association for the next year.

On the next day four of our young men went to Syracuse to contest in the meet. They met with little success, yet they do not feel very badly, because they had to contest against young men who have been under the care of athletic instructors for years. Yet one of their number by his excellent work in the pole vault secured one point for Mexico, thus securing the only one for the Mexico boys. Mr. Smith should be praised for his good work.

We have two more contests in view for the season, at Fulton and Oswego, and we hope to have better success in these than we did at Syracuse.

—FRED D. STONE.

ACADEMY GROUNDS,

MAY 15, 1897.

DUAL TRACK AND FIELD MEET,

PULASKI ACADEMY AND MEXICO ACADEMY.

| | FIRST. | SECOND. |
|-------------------------------|--------------------------|-------------------|
| 100 Yards Dash | V. S. Orvis, M | A. Bean, P. |
| Running High Jump | G. W. Davis, M | V. S. Orvis, M. |
| 220 Yards Dash | V. S. Orvis, M | A. Bean, P. |
| ½ Mile Bicycle | G. W. Davis, M | A. Eaton, P. |
| 440 Yards Dash | V. S. Orvis, M. | A. Bean, P. |
| Standing Broad Jump | Bonny, P | A. Richardson, M. |
| Putting Shot | M. Cass, M | J. Linquest, M. |
| Half-Mile Run | V. S. Orvis, M | A. Naylor, P. |
| ¼ Mile Bicycle | A. Eaton, P | G. W. Davis, M. |
| Mile Run | A. Naylor, P | E. Roberts, M. |
| Pole Vault | V. S. Orvis, M | F. D. Stone, M. |
| Running Broad Jump | V. S. Orvis, M | A. Bean, P. |

MEXICO ACADEMY FOOT BALL TEAM.

PROF. L. F. HODGE, *Manager.*

G. W. DAVIS, *Captain.*

Center, C. Curtiss.
 Left Guard, M. Cass, Right Guard, E. Roberts,
 Left Tackle, A. Richardson, Right Tackle, J. R. Ball,
 Left End, C. Smith, Right End, F. Payne,
 Quarter Back, F. Stone,
 Left Half Back, G. Davis, Right Half Back, R. L. Simons,
 Full Back, J. Newell.

Bessie M. Dugan.

Died at Palermo Center, October 6th. 1896.

IT was with great sorrow we learned of the death of our schoolmate, Miss Bessie Dugan, which took place at her home in Palermo, October 6th, 1896.

Bessie had pursued her studies in our Academy, ranking high in scholarship. She was a member of the class of '97 and was looking forward with delight to a college education; but her work so well, so nobly begun was suddenly closed.

Her noble qualities of heart and mind, her allegiance to a high standard of principle had endeared her to teachers and schoolmates.

While we mourn for a beautiful life so early cut off, we can but rejoice that her beautiful Christian life was cast among ours in the sweet associations of school days, and though the vase be broken, the perfume still lingers, the perfume of a gentle, sweet Christian character.

Herbert Marsden.

Died at Texas, N. Y., November 27, 1898.

HERBERT MARSDEN was a student at the Academy during the past two years. He was a quiet, industrious boy, faithful to his school duties and cordially liked by all with whom he came in contact. He was making an especial effort to gain an education when suddenly stricken. His death came as a great surprise and shock to his friends and schoolmates.



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| LAMONT F. HODGE, A. B., (Colgate University,) | Assistant Principal. |
| Sciences and Mathematics. | |
| DELIA S. WHEELER, A. B., (Elmira College,) | Preceptress. |
| Latin and Higher English. | |
| MARY M. SANDHOVEL, B. P., (Syracuse University,) | |
| Modern Languages, Drawing and Training Class. | |
| DANIEL B. LANE, (Oswego Normal,) | |
| Junior Academic Room. | |
| GRACE V. BAKER, (Mexico Academy,) | |
| Seventh and Eighth Grades. | |
| JENNIE N. BAKER, (Syracuse University,) | |
| Fifth and Sixth Grades. | |
| LILLIAN M. INGERSOLL, (Des Moines University,) | |
| Third and Fourth Grades. | |
| MARY E. SEELEY, (Mexico Academy,) | |
| First and Second Grades. | |
| CHARLES EVERTS, | Attendance Officer. |
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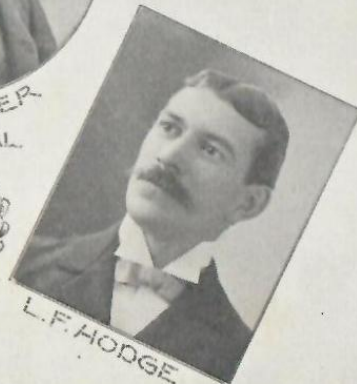
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M.E. SEELEY

GENERAL INFORMATION.

MEXICO ACADEMY.

MEXICO ACADEMY was founded in 1826, and for seventy-two years it has had an honorable record as an Academic school of the highest grade. In its long list of alumni it can point with honest pride to many distinguished names. But the trend of the educational system of the State of New York has been, in recent years, toward Academic schools under public control, rather than in favor of those supported, wholly or in part, by private funds. It was, therefore, deemed best to combine the three village schools of Mexico with the Academy into an Academic Union School, and in September, 1895, this change was effected. The Academy building is used for all the purposes of the school. The grammar department occupies the first floor, and the academic department the second and third floors.

LOCATION AND BUILDING.

Mexico is a beautiful village of 1200 inhabitants, distinguished for its healthfulness, intelligence and morality. With abundant facilities for recreation, the student is free from undue distraction in his work, and is prompted to industry by every legitimate incentive; and while no place is absolutely free from evil to such as persistently seek it, the temptations to vice and dissipation are here at a minimum, and are utterly discountenanced, not merely by the discipline of the school, but also by the general sentiment of the students and of the neighborhood. It is situated on the R., W. & O. R. R. fifteen miles from Oswego and thirty-five miles from Syracuse. The Academy building is a brick edifice 100 feet long, 50 feet wide and three stories high. Since the consolidation of the school systems of Mexico in 1895, it has been refitted and refurnished. New and commodious recitation rooms have been added, the heating apparatus has been enlarged, so that it is now one of the largest and best arranged school buildings in Northern New York. The library contains 2,500 volumes and pamphlets, and has been recatalogued according to the Dewey system. Over 500

volumes of recent standard literature have been added to it during the past two years. The physical and chemical laboratory is equipped for work in the sciences. A finely mounted skeleton has recently been added to this apparatus. There are three courses of study, the Classical, the Latin Academic and Academic or English. These contemplate four years of academic work, but can be completed by hard work in less time. These courses prepare fully for college, and it is worthy of note that Mexico Academy has more students in the different colleges than any school in this section of the state.

An outline of these courses is given on another page of this Annual.

Non-resident students who are not able to pursue a regular course, are allowed, with the approval of the Principal, to select such subjects as may be needed by them. It is, however, strongly recommended that they choose some course and if possible, finish it.

Resident students are required, so far as practicable, to conform to the prescribed course of study. The work of the school is organized and carried on in harmony with the work, examinations and regulations of the Regents of the University of the State of New York as outlined in the Syllabus of 1895.

PROMOTIONS AND GRADUATION.

Promotions from grade to grade are based on daily class work, review of test examinations given monthly, and term examinations.

In the Academic Department the Regents Examinations are used as a partial method of ascertaining the advancement of the pupils. However, mental growth can and will be measured more particularly by the daily recitations. The Regents diploma of forty-eight Academic counts together with the preliminary certificate is the standard required for graduation. Class honors are awarded as a result of standings attained in daily recitations, and in Regents examinations, together with the number of Regents counts earned.

DISCIPLINE.

It is earnestly desired that students may be influenced to good conduct and diligence by higher motives than fear of punishment. The sense of duty and honor, the courtesy and generous feeling natural to youth, are appealed to as the best regulations of conduct. It is the policy of the government to allow in all things as much liberty as will not be abused, and the students are invited and expected to co-operate with the Faculty; but good order and discipline will be strictly maintained, and misconduct punished by adequate penalties.

OUTLINE OF WORK IN ACADEMIC DEPARTMENT.

It is impossible in the brief space allotted here to give more than a skeleton outline of the method and purpose of instruction in the different studies.

ENGLISH.

The English required is that of the Regents courses: Advanced English, English Composition, Rhetoric, English Literature, American Literature and Selections. In this work the main purpose is to give the pupils the ability to write clear, forcible and correct English. Each student is required to prepare oral or written work for chapel rhetoricals which are held at stated intervals. An annual prize contest in declamation and recitation is held during the spring term. This is open to all students who have evinced fitness in their elocutionary drills. The excellent library of the Academy, containing nearly 2000 volumes, to which the students have access, is of especial value to the work in the English department.

HISTORY AND CIVICS.

Believing that the fundamental principles of good citizenship are based on a thorough knowledge of American History and a familiarity with the practical works of our own government, a careful study of history, civics and economics is made with this end in view.

GREEK AND LATIN.

It is the aim in this department to give the students a practical understanding in Latin and Greek. A careful study of these languages gives a mental training to be secured in no other way, and special care is exercised in leading pupils to see and feel the value of a knowledge of these languages.

Much attention is given to systematic drill in constructions and forms. An intelligent understanding of the authors read is sought and the practice of writing Greek and Latin continues throughout the course. Pupils are encouraged to select from the library works bearing on the history and customs of the Greeks and Romans.

MODERN LANGUAGES.

There is a growing conviction among educators of to-day that a careful, thorough study of the modern languages gives as much discipline and culture to the student as does the study of the ancient classics. And there is little doubt that more practical knowledge can be derived from an acquaintance with German or French than with their remote antecedents, Latin and Greek. The course in modern languages is designed to meet the wants of those who wish to become acquainted with the grammatical structure of the languages to secure a good reading knowledge of them.

MATHEMATICS.

Instruction is given in Arithmetic, Book-keeping, Algebra and Geometry. Much more importance is attached to the underlying principles than to meaningless rules. In the first two subjects the aim is to give a practical business training. The higher mathematics are taught not so much to impress facts as to give mental discipline and develop the reasoning faculties.

SCIENCE.

The apparatus for teaching the sciences is ample for all practical purposes and students in these classes are uniformly successful. In these subjects the students submit note-books and other evidence of individual work.

PRIMARY AND GRAMMAR DEPARTMENTS.

It is the purpose of the Board of Education to equip these vitally fundamental departments in the very best way possible; by securing thoroughly competent and efficient teachers, and by using the latest and best text books and appliances. If the school has done noticeably excellent work in the Academic department, it has done equally as well in the lower departments—in fact, we believe it is largely due to the correct work done here that the results in the Academic department have been made possible.

Parents are not only invited but urged to consult freely with the teachers concerning the progress and welfare of their children while in school.

BOARD.

Board and rooms can be obtained in the village for a reasonable sum, and where students desire to board themselves, pleasant rooms can be secured for that purpose.

Students from out of town must be under the control of the school authorities, and it is hoped that all parents will co-operate with the teachers in establishing wholesome home regulations.

A list of suitable boarding places can be found at the Principal's office. For further details address the Principal.

TEACHERS' TRAINING CLASS.

Mexico Academy holds an appointment to instruct a training class for common school teachers. The members of the class are seated by themselves and have three recitations daily, besides observation and practice work. The tuition is free. Teachers trained here in Mexico have plenty of the best practice teaching, and by the time of graduation have obtained at least an insight into the methods, duties and responsibilities of teaching. Aside from the general library of the school, containing about 2500 volumes, to which all students have access, there has been established a training class library for the use of the class. This library consists of about one hundred volumes of standard and carefully selected educational and pedagogical books. The qualifications for admission to the class are:

First.—A candidate must be at least seventeen years of age at the time of entrance.

Second.—Must have the moral character, talent, and aptness necessary to succeed in teaching.

Third.—Must pledge to remain in the class a year, unless prevented by sickness, or excused.

Fourth.—Must hold at least an unexpired third-grade certificate and a standing of at least 60 per cent. in Civics under the Uniform examination; or must hold, under the Regents, a preliminary certificate and fourteen academic counts, four of which must be English, two in American History, two in Civil Government, two in Physiology, and the other four optional.

The course of study is:

FIRST TERM.—Arithmetic, *daily*; Geography, *daily for twelve weeks*; Reading, *daily for four weeks*; History of Education, *three recitations weekly*; Drawing, *two recitations weekly*.

SECOND TERM.—Language and Grammar, *daily*; Physiology and Hygiene, *daily for six weeks*; School Management and School Law, *daily for twelve weeks*; Art of Questioning, *daily for three weeks*.

EXAMINATIONS

Special examinations for the members of the training class will be held in January and June, and those members who attain the standing required for certificates of the second grade and in the additional professional subjects prescribed for training classes will receive certificates known as "Training Class Certificates," which are valid for three years. At the end of three years' successful teaching, such certificates are renewable the same as First Grade certificates. As a

First Grade certificate is practically good for life, it will be seen that members of the training class possess exceptional advantages for professional training and advanced scholarship.

The Department of Public Instruction has raised the standard of admission to training classes, increased the time and period of instruction, and has appointed only those schools which are fully qualified to comply with all the rigid regulations and impart first-class instruction. The work of the training class in Mexico Academy has received especial commendation from the State Department, and it is the intention to maintain it at the highest possible standard of excellence. For the past two years seventy-five per cent. have received life certificates.

Teachers and students desiring professional training are invited to correspond with the Principal with reference to the work of this department. As the number admitted to the class is limited to twenty-five those who desire to enter should make early application.

COURSE OF STUDY

FOR THE ACADEMIC DEPARTMENT.

FIRST YEAR—JUNIOR ACADEMIC.

The same for all courses.

| 1st Term. | 2d Term. | 3d Term. | 4th Term. |
|----------------|----------------|----------------|----------------|
| Arithmetic, | Arithmetic, | Civics, | Civics, |
| U. S. History, | U. S. History, | English Com., | English Com., |
| Advanced Eng. | Advanced Eng. | Drawing 2p., | Drawing 2p., |
| Physiology, | Physiology, | Physical Geog. | Physical Geog. |

CLASSICAL COURSE.

SECOND YEAR.

| 1st Term. | 2d Term. | 3d Term. | 4th Term. |
|----------------|----------------|----------------|------------------|
| Latin Lessons, | Latin Lessons, | Latin Lessons, | Cæsar, |
| Algebra, | Algebra, | Algebra, | Algebra, |
| Rhetoric, | Rhetoric, | American Lit., | Amer. Selections |
| N. Y. History, | N. Y. History, | Botany, | Botany. |

THIRD YEAR.

| | | | |
|-----------------|-----------------|----------------|---------------|
| Cæsar, | Cæsar, | Cæsar, | Cicero, |
| Greek Lessons, | Greek Lessons, | Greek Lessons, | Anabasis, |
| Geometry, | Geometry, | Geometry, | Geometry, |
| Greek His. 2p., | Greek His. 2p., | Rom. His. 2p., | Rom. His. 2p. |

FOURTH YEAR.

| | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|
| Cicero, | Cicero, | Virgil, | Virgil, |
| Anabasis, | Anabasis, | Iliad, | Iliad. |
| Eng. Lit. with Eng. Reading, | Eng. Lit. with Eng. Reading, | Eng. Lit. with Eng. Reading, | Eng. Lit. with Eng. Reading, |
| Eng. His. 3p., | Eng. His. 3p., | Economics, 3p., | Economics, 3p., |
| or | or | or | or |
| Astronomy, 3p., | Astronomy, 3p., | Geology, 3 p., | Geology, 3p. |

LATIN ACADEMIC COURSE.

SECOND YEAR.

The same as the Classical Course.

THIRD YEAR.

| 1st Term. | 2d Term. | 3d Term. | 4th Term. |
|-----------------|-----------------|----------------|----------------|
| Cæsar, | Cæsar, | Cæsar, | Cicero, |
| Geometry, | Geometry, | Geometry, | Geometry, |
| Physics, | Physics, | Rom. His. 2p., | Rom. His. 2p., |
| Greek His. 2p., | Greek His. 2p., | Adv. Physics, | Adv. Physics, |
| | | or Chemistry, | or Chemistry. |

FOURTH YEAR.

| | | | |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Cicero, | Cicero, | Virgil, | Virgil, |
| Ger. or French, | Ger. or French, | Ger. or French, | Ger. or French, |
| Eng. Lit. with Eng. Read. 3p., | Eng. Lit. with Eng. Read. 3p., | Eng. Lit. with Eng. Read. 3p., | Eng. Lit. with Eng. Read. 3p., |
| Eng. His. 3p., | Eng. His. 3p., | Economics, 3p., | Economics, 3p., |
| or | or | or | or |
| Astronomy, 3p., | Astronomy, 3p., | Geology, 3p., | Geology, 3p., |

ACADEMIC COURSE.

SECOND YEAR.

| 1st Term. | 2d Term. | 3d Term. | 4th Term. |
|----------------|----------------|-----------------|-------------------|
| Algebra, | Algebra, | German, | German, |
| Rhetoric, | Rhetoric, | Algebra, | Algebra. |
| N. Y. History, | N. Y. History, | Amer. Lit. with | Amer. Selections, |
| German, | German, | Botany, | Botany. |

THIRD YEAR.

| | | | |
|------------------|------------------|-----------------|----------------|
| Geometry, | Geometry, | Geometry, | Geometry, |
| Physics, | Physics, | Adv. Physics, | Adv. Physics, |
| | | or Chemistry, | or Chemistry, |
| German, | German, | German, | German, |
| Greek Hist. 2p., | Greek Hist. 2p., | Rom. Hist. 2p., | Rom. Hist. 2p. |

FOURTH YEAR.

| | | | |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Ger. or French, | Ger. or French, | Ger. or French, | Ger. or French, |
| Eng. Lit. with Eng. Read. 3p., | Eng. Lit. with Eng. Read. 3p., | Eng. Lit. with Eng. Read. 3p., | Eng. Lit. with Eng. Read. 3p., |
| Eng. Hist. 3p., | Eng. Hist. 3p., | Economics, 3p., | Economics, 3p., |
| Book Keep., 3p., | Book Keep., 3p., | Geology, 3p., | Geology, 3p. |
| or | or | | |
| Astronomy, 3p., | Astronomy, 3p., | | |

CALENDAR FOR SCHOOL YEAR 1898-99.

First quarter opens September 5th.
First quarter closes November 11th.
Second quarter opens November 14th.
Holiday recess December 16th to January 2nd.
Regents' examinations January 23-27.
Second quarter closes January 27th.
Third quarter opens January 30th.
Regents' examinations, March 29-31.
Third quarter closes April 7th.
Easter recess April 8th-17th.
Fourth quarter opens April 17th.
Regents' examinations, June 12-16.
Fourth quarter closes June 16th.
Commencement exercises June 21st.

TUITION.

| | |
|-------------------------------------------------------------|--------|
| Common English, including Physiology, per quarter | \$3 75 |
| Academic and Latin English Course, per quarter | 4 50 |
| Classical Course, per quarter | 6 00 |
| Senior Grammar Course, per quarter | 3 00 |
| Junior Grammar Course, per quarter | 2 25 |
| Intermediate Course, per quarter | 1 50 |
| Primary Course, per quarter | 1 00 |

DAILY PROGRAM OF REGENTS' EXAMINATIONS.

June, All (77) Subjects. January, (54) Subjects.

| Monday. 9:15 A. M.-12:15 P. M. | Tuesday. 9:15 A. M.-12:15 P. M. | Wednesday. 9:15 A. M.-12:15 P. M. | Thursday. 9:15 A. M.-12:15 P. M. | Friday. 9:15 A. M.-2:15 P. M. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| German, 2d year French, 2d year <i>Virgil's Eclogues</i> Adv. Arithmetic Algebra Adv. Drawing <i>U. S. Hist. reading</i> <i>Course 1</i> | Rhetoric <i>English, 2d year</i> Eng. Selections Arithmetic Adv. Algebra Botany Greek History | Writing Elementary Eng. <i>Eng. Poetry</i> Plane Geometry Chemistry, pt. 1 N. Y. History <i>French History</i> | American Literature <i>German Classics</i> German, 1st year Greek, 1st year Plane Trigonom. U. S. History <i>Stenography</i> | <i>Latin Classics</i> Latin, 1st year Xenophon's Anab. <i>Greek, 2nd year</i> Physics, part 2 General History <i>Home Science</i> Drawing. |
| 1:15-4:15 P. M. | 1:15-4:15 P. M. | 1:15-4:15 P. M. | 1:15-4:15 P. M. | 1:15-4:15 P. M. |
| Advanced English <i>English, 1st year</i> German, 3d year French, 1st year French, 3d year <i>Sallust's Catiline</i> Roman History <i>U. S. History Reading</i> <i>Course 2</i> | <i>English Prose</i> Virgil's Aeneid <i>Latin, 3rd year</i> <i>Spheric Trigon</i> Phys. Geography Geography Civics. Economics | Spelling English Comp. Eng. Literature <i>English, 3rd year</i> Am. Selections <i>Ovid's Metamor.</i> Zoology Bookkeeping | <i>French Classics</i> Caesar <i>Greek, 3d year</i> Homer's Iliad <i>Latin, 2d year</i> Astronomy Chemistry, part 2 English History | English Reading <i>Greek Classics</i> Cicero's Orations Solid Geometry Physics, part 1 Geology Phys. and Hygiene <i>Adv. U. S. History.</i> |

Examinations in the subjects in Italics are given only in June.

MARCH.

| Wednesday. 9:15 A. M.-12:15 P. M. | Thursday. 9:15 A. M.-12:15 P. M. | Friday. 9:15 A. M.-12:15 |
|----------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------|
| Advanced English Plane Geometry New York History | German, 1st year Algebra U. S. History Stenography | Rhetoric Latin, 1st year Drawing Arithmetic |
| 1:15-4:15 P. M. | 1:15-5:15 P. M. | 1:15-4:15 P. M. |
| Spelling English Composition Civics Bookkeeping | Writing Elementary English Caesar Physical Geography English History | Physics Geography Physiology Economics |

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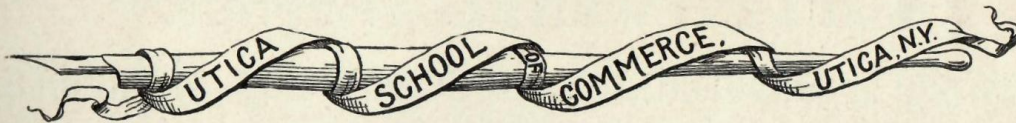
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
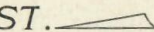
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
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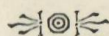
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